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AUTHOR Lamb, Pose
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ABSTRACT

This paper presents an investigation of elementary teachers' attitudes toward Black dialects, and an analysis of these expressed attitudes in terms of specific variables--sex, age, race, and educational background. Further analyses dealt with racial balance in the class, grade level taught and perceived socioeconomic background of the pupils. Classroom observations, discussions with elementary teachers, and a review of related research and literature led to the development of the following hypotheses: (1) younger teachers will be more accepting of dialects characterized as non-standard than older teachers; (2) male teachers will be more accepting than female teachers; (3) academic background of the teachers will be reflected in the attitudes they express. Those with more degrees will be more accepting; (4) teachers with five years or less of teaching experience will be more accepting of non-standard dialects than more experienced teachers; and, (5) race will have no significant effect on the attitudes expressed. One hundred and twenty questionnaires were distributed and 99 were returned. The Language Arts-English Education Supervisor for a large midwestern school system supervised the distribution and collection of the questionnaires. Every faculty member was given the opportunity to participate in the study. A copy of the questionnaire is appended. (JM)

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P se Lamb
urdue University
West Lafayette, In
47906

A.E.R.A. Presentation
SIG - Research
Focus on Black Education
Wednesday, April 2, 1975

Attitudes of Selected Elementary Teachers Toward Non-Standard Black Dialects

The basic premises upon which this study is based are:

1. Elementary teachers exert at least some influence on the dialect or dialects their pupils use.
2. Teachers' attitudes toward their pupils' dialects are significant factors in determining the form or forms this influence takes.

When a black kindergarten teacher structures the linguistic behavior of her inner city pupils to the extent that "school talk" is required in certain parts of the classroom and "everyday talk" is permitted in other areas, such structuring has significance. When a sixth grade teacher, black, returns a positive response from a black pupil with a "Yes, what?" and elicits the demanded "Yes, Ma'am," this exchange also has significance.

Observed incidents similar to these reinforced the writer's conviction that a survey and analysis of the attitudes which resulted in these teaching behaviors would be of some educational importance.

The issues are rather clear; they relate to the value placed on standard English, and the need and/or

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desirability of developing bidialectical skills in non-standard speakers.

Baratz (1970) writes: "The systematic research on the language of lower class negro children has produced two general conceptual vantages concerning their verbal abilities--one camp, composed generally of psychologists and educators, has tended to view the language of black children as defective, i.e., the language of negro children is underdeveloped or restricted in some way. These experimenters attribute the deficit to environmental factors. . . . The other camp, composed mainly of linguists, has viewed the language of lower class negro children as a different yet highly structured system." After a detailed discussion of both positions Baratz concludes that black children can, and should, add standard English to their range of dialects (p. 20).

Smitherman (1973) takes quite a different position. She writes: "Black English is an important topic of concern in educational circles since its speakers comprise the largest group of minority students (and of course Black Idiom speakers outside of school are the largest group of minority dialect speakers). For make no mistake about it, "bidialectalism" concerns itself with the situation of ethnic and class minority students. Don't ever think for one minute that anybody is talkin (sic) about makin (sic) white and/or middle class kids

"bi-dialectical (p. 774)." According to Smitherman, the thrust is entirely toward making the "outsiders" talk like "insiders."

Covington (1973) surveyed the attitudes of eight teachers in the Pittsburgh, Pennsylvania public schools, using the Language Attitude Scale (Taylor and Hayes, 1971). Copies of Form A and Form B of this scale are included as Appendices B and C. These eight teachers were involved in a comprehensive study of the language of twenty-seven black, third grade boys. Covington describes the scale as covering four content categories:

1. The structure of black English.
2. The consequences of using and accepting black English.
3. Philosophies concerning the use and acceptance of black English.
4. Cognitive and intellectual abilities of speaker of black English.

Perhaps because her sample was so small, Covington reports no statistical data on the teachers' responses, or the differences in the results of administering Form A and Form B. She writes:

> The generic language attitudes of teachers as measured by the Language Attitude Scale were generally positive. . . . The positive attitudes of teachers reported in this study may have been either a reflection of the school's policy of individualized teaching and in-service training,

> or a reflection of efforts in the school to make teachers more accepting of cultural differences, or a combination of both (p. 18).

Roger Shuy (1970) reports very different findings. He describes the identification of language problems of disadvantaged students by 30 randomly selected Detroit urban teachers. Shuy writes: "Eighty percent of the teachers observed that their students have a limited vocabulary and many teachers offered a reason for this handicap . . . the home situation is blamed." Shuy continues "The responses of the teachers to the grammar problems of their disadvantaged students is equally naive. One third of the teachers characterized the child's greatest problem as his failure to speak in sentences and/or complete thoughts." Shuy reports similarly disheartening findings in each of the areas he investigated. He concludes: "One of the most important aspects of problems of language development among disadvantaged children, therefore, centers on precise descriptions of the problem, large scale ignorance of how to make such a description and extant folklore which possess as knowledge about a vastly neglected and underprivileged group of human beings. Having said this, it is no difficult matter to say that the current linguistic sophistication of teachers is rather limited (p. 125)."

Covington's study and Shuy's study both involved a small number of teachers, and were parts of comprehensive

efforts to add to the knowledge and understanding of black dialects by teachers who worked with culturally different black pupils. Behavior change on the part of the teachers was the ultimate objective of both researchers.

After reviewing these studies, and the dozens of articles whose authors wrote with more conviction than knowledge, the writer decided to investigate elementary teachers' attitudes toward black dialects, and to analyze these expressed attitudes in terms of specific population variations--sex, age, race, and educational background. Further analyses dealt with racial balance in the class, grade level taught and perceived socioeconomic background of the pupils.

Statement of Problem and Hypotheses

Bernstein's work (1971) has been widely interpreted as suggesting that non-standard dialects are somehow inferior. Baratz, Shuy, and Stewart (1969), and Smitherman (1973) hold quite a different position, proposing that non-standard dialects have validity and deserve greater respect than they typically receive. However, the behavior of teachers, a reflection of their attitudes, influences what children learn about language, in a positive or negative direction, far more than research data or the opinions of linguists or other language scholars. Recent studies of such attitudes (Shuy, 1970; Covington, 1973)

did not involve detailed analysis of factors which might have significant relationship to the attitudesexpressed. Further, it seemed desirable to survey a larger group of teachers than these researchers studied.•

Classroom observations, discussions with elementary teachers, and a review of related research and literature led to the development of the following hypotheses, which formed the basis for the data analys s and helped provide a somewhat comprehensive answer to the general question "What are the expressed attitudes of a group of inner-city teachers toward the dialects of their pupils?"

Hypotheses:

1. Younger teachers will be more accepting of dialects characterized as non-standard than older teachers. (This hypothesis was proposed because it was assumed that younger teachers were more 'flexible' and had been exposed to more opinions expressing support for and acceptance of the culturally different pupil.)
2. Male teachers will be more accepting than female teachers. (This hypothesis was proposed because the writer had observed more linguistic permissiveness on the part of male teachers and because male teachers enrolled in her classes tended to express less prescriptive attitudes toward non-standard dialects.)
3. Academic background of the teachers (e.g., earned degrees) will be reflected in the attitudes they

express. Those with more degrees will be more accepting. (This hypothesis is based on the assumption that increased knowledge and understanding is reflected in behavior change.)

4. Teachers with five years or less of teaching experience will be more accepting of non-standard dialects than more experienced teachers. (This is related to the assumption on which Hypothesis 3 is based, and to the fact that a majority of recently trained elementary teachers have been exposed to reading, language arts and linguistics courses designed to add to their knowledge and understanding of dialects. Again, it is assumed that behavior change will eminate from this combination of factors. Teachers who were educated more than five years ago may not have benefited from such courses.)
5. Race will have no significant effect on the attitudes expressed. (This hypothesis is based on the literature review, conversations with teachers of both races and classroom observations.)

Several weaknesses in a study of this type are apparent. There may be a wide variation between expressed attitudes and those held. The hypotheses to be tested are based on factors which do not exclude empirical validation but do include many more subjective factors.

Procedures

On the basis of the preceding review of the research and related literature, it became clear that there is a very serious lack of substantive data regarding the attitudes of elementary teachers toward non-standard dialects. It can be hypothesized that there are at least two reasons for this void. First, it is extremely difficult to measure attitudes, which clearly involve several dynamic, complex and interrelated factors. Second, for almost ten years now, positions on the issue of the value of standard English have been moving toward polarization. It is difficult, if not impossible, to find an objective, data-based viewpoint, and this is true regardless of the racial or ethnic backgrounds of those stating a position.

Therefore, one might reasonably question the wisdom of attempting to measure attitudes which reflect affect more than cognition, and the results of such measurement efforts could and probably should be regarded with skepticism. Nevertheless, as previously noted, the serious paucity of data and empirical evidence regarding the attitudes toward black English expressed by elementary teachers caused this researcher to proceed with this study despite the obvious problems involved.

Attitudes toward facets of language, including dialect, can be assessed by means of at least three general procedures: observation, interview, and the completion

of a questionnaire. Each of these procedures has some fairly evident strengths and limitations. After careful consideration of each of these, it was decided to use a questionnaire rather than engaging in interviews or classroom observations, primarily because the population sampled could be larger, and because the cooperation of school administrators could more easily be secured if all that was requested was the opportunity to distribute and collect the questionnaire forms. Other factors involved in the choice of the questionnaire method were the anonymity provided the teachers, hopefully lending some objectivity to the data collection, and the relative freedom given the teachers to complete or not complete the form.

Development of the questionnaire proceeded through several phases, each designed to aid in the production of an instrument characterized by brevity, clarity, susceptible to quantitative analysis, and an adequate level of comprehensiveness. The questionnaire was 'field tested,' reviewed and revised with the assistance of several blacks whose attitudes reflected the entire range of viewpoints described in the review of related research and literature.

There will be no effort made to defend the brevity of the questionnaire. The high rate of response (120 questionnaires were distributed and 99 were returned--

82.5%) suggests that the two-page, eighteen item format was attractive, at least in part, because it took so little time to complete. It is left to the reviewer to judge whether or not an additional number of items would have added significantly to the validity of the findings reported here, and to derive the number of additional items required to do this. The Language Attitude Scale Forms A and B were useful in developing the questionnaire. However it was felt that a more direct, personal approach would be more appropriate for the purposes of this study. Items on the scale were designed to reveal attitudes toward black dialect(s), varying from most to least permissive. Items were related to teachers' acceptance of black dialect, ranging from acceptance, through neutrality, to rejection. A copy of the questionnaire is included as Appendix A.

The Language Arts-English Education Supervisor for a large midwestern school system agreed to supervise the distribution and collection of the questionnaires. He reported that every faculty member was given the opportunity to participate in the study. The gratifying number of returned, completed questionnaires is due, in large part, to the high level of teacher interest in the issue being examined and also to the teacher's desire to cooperate with a supervisor they liked and respected. It should be noted that the Board of Education and certain

administrative personnel of the school system are currently involved in litigation involving the bussing and forced desegregation of schools in terms of pupil and faculty racial balance. The following data, reporting the racial balance in each of the schools from which the subjects for this study were drawn, were supplied by the supervisor:

1. School A has a 100% black enrollment and the faculty is approximately 60% white and 40% black.
2. The enrollment in School B is 100% black. (It is not known why enrollments in some schools changed, due to the desegregation lawsuits, but those in others did not.)
3. The situation in School C is similar to that in School A; the pupil population is 100% black, the faculty ratio is 75% white and 25% black.
4. Since November, 1973, the balance in School D has shifted from a 100% white enrollment to a balance of 85% white and 15% black.
5. School E has a 100% black enrollment, with a faculty ratio of 75% black and 25% white. Faculty members from this school were among those who enrolled in a workshop dealing with the nature and history of dialects, with emphasis on black dialects. This course was taught

for university credit, and Feigenhaum's English Now materials, from the Center for Applied Linguistics, were used extensively. To assess the impact of this course on the attitudes of the teachers involved, their responses were treated separately as well as in combination with responses from the other teachers who were not workshop participants.

The pupil populations of all five schools were described by the principals and the supervisor as being representative of lower socioeconomic levels. The sensitivity of administrators to this issue made it impossible to collect precise data regarding parent's incomes, housing, or educational backgrounds. Teachers' questionnaire responses indicated they viewed their pupils as coming from a wider range of socioeconomic backgrounds than the administrators' judgments suggest.

The questionnaires were distributed in late November, 1973, and data collection and analysis were completed in January and February, 1974. Methods of data treatment and analysis will be discussed in the following section of this paper.

Data Treatment and Analysis

Four questionnaire items, #9, #11, #12, and #13 were classified as indicating a very permissive attitude toward non-standard English. Responses to Items #18 and

#8 were considered indicative of slightly less permissive attitudes. A somewhat neutral attitude is reflected by completing Items #1, #2, #3, #10, and #14. More negative attitudes are indicated by Items #17 and #7, and the least permissive attitudes are reflected in Items #4, #5, #6, #15, and #16. The judgment of several linguists was secured before this assignment was made. For purposes of analysis, a Likert-type scale was developed, 1 (most permissive) to 5 (least permissive). Responses were tabulated in terms of these levels, and point values assigned on the basis of items selected from each of the five areas. The hypotheses to be tested were:

1. Younger teachers will be more accepting of dialects characterized as non-standard than older teachers.
2. Male teachers will be more accepting than female teachers.
3. Academic background of teachers (e.g., earned degrees) will be reflected in the attitudes these teachers express. Those with more degrees will be more accepting.
4. Teachers with five years or less of teaching experience will be more accepting of non-standard dialects than more experienced teachers.
5. Race will have no significant effect on the attitudes expressed.

Data were analyzed using the Statistical Packages for Social Sciences, Step Wise Multiple Regression Program (Nie, Bent and Hull, 1970). Facilities of the Purdue Computer 6500 were utilized. In Table I, data for the total group (N=90) are summarized.*

TABLE I

ATTITUDES TOWARD NON-STANDARD DIALECTS: TOTAL GROUP (N = 90)**

Variable	Multiple R	R Square	RSQ Change
Years	.16286	.02652	.02652
Age	.28276	.07995	.05343
Race	.30943	.09575	.01579
Sex	.32216	.10379	.00804
Grade Level Taught	.32960	.10864	.00485
S.E.S.	.33465	.11199	.00335
Balance	.33622	.11305	.00106
Educational Background	(did not compute)		

Results from the questionnaire survey of this group can be summarized as follows:

1. There was no significant relationship (r = .05, see Appendix D for the correlation matrix) between the age of the respondent and his permissiveness rating. Hypothesis #1 was not supported.

*Summary correlation matrices are presented in Appendix D.
**99 questionnaires were returned, but only 90 were complete enough to provide data for analysis.

2. There was no significant relationship (r = .05) between sex and permissiveness toward non-standard dialects. Males do not appear to be more permissive than females. Hypothesis #2 was not supported.
3. There is apparently no significant relationship (r = .10) between academic background and the permissiveness rating. Hypothesis #3 was not supported. This factor did not contribute sufficient variance to be computed.
4. There is no statistically significant relationship (r = .16) between years of teaching experience and permissiveness. Hypothesis #4 was not supported.
5. The fifth hypothesis, stated in the null form, regarding the relationship between race, was supported (r = .16). There is no apparent significant relationship between these two factors. Thus, for this group of teachers, factors traditionally assumed to be influential in affecting attitudes toward non-standard dialects appeared to be not so influential.

As previously noted, because it was felt that some differences might be observed in the attitudes reported by those teachers who enrolled in the course workshop data from these respondents (N=30) were analyzed separately. These data are summarized in Table II.

TABLE II

ATTITUDES TOWARD NON-STANDARD DIALECTS:
WORKSHOP GROUP (N = 30)

Variable	Multiple R	R Square	RSQ Change
Age	.34975	.12233	.12233
Years	.58060	.33710	.21477
Balance	.61101	.37333	.03624
Grade Level Taught	.64670	.41822	.04489
S.E.S.	.66463	.44173	.02352
Race	.68562	.47007	.02834
Sex	.71717	.51433	.04426
Educational Background	.72287	.52254	.00821

Results from the questionnaire survey of this group can be summarized as follows:

1. A significant correlation ($r = .35$, $p < .05$) was obtained between the age of the teacher and level of permissiveness. For this special group, Hypothesis #1 was supported.
2. There is support for Hypothesis #2; males in the special group reported a more permissive attitude toward non-standard dialects than females ($r = .30$, $p < .05$).
3. A significant negative correlation ($r = -.30$, $p < .05$) was obtained between academic background and permissiveness. Teachers with more

extensive academic backgrounds appear to be more permissive, and those who took the special course differed significantly from those who did not.

4. There appears to be no significant relationship, for this group (r = -10), between years of teaching experience and permissiveness. Hypothesis #4 did not receive support.
5. Again, no significant correlation (r = -.06) was obtained between race of teacher and permissiveness. For this group, as well as for the total group, Hypothesis #5 was supported.

The multiple correlation (R - .72) resulting from the analysis for the group which received special training indicated that over 50% of the variance was accounted for by the combination of the variables with training, suggesting that attitudes toward non-standard dialects are susceptible to change. However, it should be noted that no pre-post measures were available for comparison. The attitudes of those who took the workshop might well have been more permissive before the workshop as well as afterward.

Summary, Conclusions and Implication

To the extent to which the questionnaire adequately samples the attitudes of the ninety respondents, the

following conclusions appear to be justified.

1. The issues examined through the medium of the questionnaire were identified by the respondents as significant. This factor, and desire to cooperate with the supervisor, accounts for the high level of response.
2. It seems that in-service work with teachers who daily face the curricular and non-curricular problems faced by pupils with non-standard dialects appears to be of greater relevance than undergraduate or graduate level course work.
3. If teachers' increased understanding of the nature of non-standard dialects results in easier rapport between pupil and teacher and, possibly, is a more effective educational program, the workshop format appears to be a relatively effective way of accomplishing this goal. This consideration is separate from the issue of adapting or not adapting a more standard dialect or prescribing the settings in which "school talk" and "everyday talk" are appropriate.

The results of the study reported here would clearly have more significance if the questionnaire had been supplemented by interviews and/or observations. A comparison

of the results of this survey with results from a population of teachers in suburban schools and from prospective teachers would be of considerable interest, and such comparative surveys are planned.

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APPENDIX A

QUESTIONNAIRE

Return, in enclosed envelope, by December 10.

Please respond to each of the following items as fully and as honestly as possible. Do not indicate your name. If you wish a summary of the data, return the enclosed post card, including your name and address. The post card should not be mailed in the same envelope as the questionnaire. It is hoped that the results of this study will be helpful to those who plan curricula and develop materials for pupils who do not speak a variety of standard English. Thank you for your cooperation.

Grade level(s) you are currently teaching: _____
Years of teaching experience: (include current year) _____
Highest Degree obtained _____ Male_____ Female_____

Age Group (nearest birthday)

20-25 ___ 38-43 ___ 56-61___ Your race: _____
26-31 ___ 44-49 ___ Over 62 ___ Racial balance in your
32-37 ___ 50-55 ___ class: _____% black
_____% white
_____% other
(please specify)
_____

Class size: ____ (if reporting for more than one group, give mean or average.)
_____ boys _____ girls

Using parent(s) occupation(s), level of education of parent(s), and other data available to you about home ownership, leisure time activities, etc., please indicate your best estimate of the socio-economic level of the community from which your school draws the majority of its pupil population:

Upper Middle Class ____ Upper Lower Class ____
Middle Middle Class ____ Middle Lower Class ____
Lower Middle Class ____ Lower Lower Class ____

Very mixed: no one class predominates: ____

Please check all of the following statements which accurately reflect your beliefs about the language your pupils use:

___ 1. Most of my pupils commonly use forms like, "My brother, he ...," "I be there ...," "He help me ...," "They on they (or theirs) chairs ...."

___ 2. Most of my pupils demonstrate the "r-lessness" (cah=car) and "l-lessness" (caw-call) characteristic of some non-standard dialects.

___ 3. "It don't" and "We was" are frequently used verb forms.

___ 4. There are many vocabulary items my pupils use which I do not use and which I have difficulty understanding.

___ 5. The non-standard sentence structure and pronunciation of my pupils negatively affect their achievement in spelling and reading.

___ 6. I will ask a child to stop and restate something he's said or read, if he's used a form or pronunciation I disapprove.

___ 7. Continued use of non-standard English will penalize these children academically.

___ 8. Continued use of non-standard English will penalize these pupils socially.

___ 9. Too much emphasis on consistent use of standard English will result in a communications barrier between the child and his parents and close friends.

___10. Pupils can and should develop both "school talk" and "everyday talk."

___11. Materials for beginning and remedial reading should be written in the dialects of the pupils.

___12. I try to accept what a child has said, regardless of the way it is said.

___13. It is unfortunate that some dialects are more prestigious than others. This should be changed.

___14. I am with these pupils such a short time, there is little I can do to change their language.

___15. I worked very hard to eliminate elements of non-standard dialect from my speech. I should help my pupils do this.

___16. In selecting materials to be read to children, I am careful to select only those books or stories in which standard dialects are used.

___17. I believe the language model I present is important. I make a conscious effort to use standard English at all times.

___18. I feel that if I use comfortable, colloquial speech, the children will feel more relaxed and at ease.

Use the remainder of this page for any comments you wish to add.

APPENDIX B

LANGUAGE ATTITUDE SCALE (Form A)

1. Black English sounds as good as standard English.
   SD_____ MD_____ N_____ MA_____ SA_____

2. A Black child's use of Black English thwarts his ability to learn.
   SD_____ MD_____ N_____ MA_____ SA_____

3. The encouragement of Black English would be beneficial to our national interests.
   SD_____ MD_____ N_____ MA_____ SA_____

4. It would be detrimental to our country's social welfare if use of Black English became socially acceptable.
   SD_____ MD_____ N_____ MA_____ SA_____

5. Black English should be discouraged.
   SD_____ MD_____ N_____ MA_____ SA_____

6. Black English is cool.
   SD_____ MD_____ N_____ MA_____ SA_____

7. Allowing and accepting the use of Nonstandard English in the classroom will retard the academic progress of the class.
   SD_____ MD_____ N_____ MA_____ SA_____

8. A child should not be corrected by teachers for speaking his native nonstandard dialect.
   SD_____ MD_____ N_____ MA_____ SA_____

9. It is ridiculous to encourage children to speak Black English.
   SD_____ MD_____ N_____ MA_____ SA_____

10. Black English is an inferior language system.
    SD_____ MD_____ N_____ MA_____ SA_____

11. Teachers have a duty to insure that students do not speak nonstandard dialects of English in the classroom.
    SD_____ MD_____ N_____ MA_____ SA_____

12. When teachers reject the native language of a student, they do him great harm.

SD_____ MD_____ N_____ MA_____ SA_____

13. The continued use of a nonstandard dialect of English accomplishes nothing worthwhile for an individual.

SD_____ MD_____ N_____ MA_____ SA_____

14. We should encourage the continued use of nonstandard English dialects.

SD_____ MD_____ N_____ MA_____ SA_____

15. Societal acceptance of Black English is important for development of self-esteem among Black people.

SD_____ MD_____ N_____ MA_____ SA_____

16. Black English is too imprecise to be an effective means of communication.

SD_____ MD_____ N_____ MA_____ SA_____

17. There is much danger involved in accepting Black English.

SD_____ MD_____ N_____ MA_____ SA_____

18. If use of Black English were encouraged, speakers of Black English would be more motivated to achieve academically.

SD_____ MD_____ N_____ MA_____ SA_____

19. A decline in the use of nonstandard English dialects would have a positive influence on social unity.

SD_____ MD_____ N_____ MA_____ SA_____

20. Widespread acceptance of Black English is imperative.

SD_____ MD_____ N_____ MA_____ SA_____

APPENDIX C

LANGUAGE ATTITUDE SCALE (Form B)

1. Children who speak only Black English lack certain basic concepts such as plurality and negation.

   SD_____ MD_____ N_____ MA_____ SA_____

2. To reject Black English is to reject an important aspect of the self-identity of Black people.

   SD_____ MD_____ N_____ MA_____ SA_____

3. Nonstandard English is as effective for communication as is Standard English.

   SD_____ MD_____ N_____ MA_____ SA_____

4. The scholastic level of a school will fall if teachers allow Black English to be spoken.

   SD_____ MD_____ N_____ MA_____ SA_____

5. The sooner we eliminate Black English, the better.

   SD_____ MD_____ N_____ MA_____ SA_____

6. In a predominantly Black school, Black English as well as Standard English should be taught.

   SD_____ MD_____ N_____ MA_____ SA_____

7. Black English should be encouraged because it is an important part of Black cultural identity.

   SD_____ MD_____ N_____ MA_____ SA_____

8. Continued usage of nonstandard dialects of English would accomplish nothing worthwhile for society.

   SD_____ MD_____ N_____ MA_____ SA_____

9. The possible benefits to be gained from approval of Black English do not alter the fact that such approval would be basically wrong.

   SD_____ MD_____ N_____ MA_____ SA_____

10. Complex concepts cannot be expressed easily through nonstandard dialects like Black English.

    SD_____ MD_____ N_____ MA_____ SA_____

11. Black English is a clear, thoughtful, and expressive language.

    SD_____ MD_____ N_____ MA_____ SA_____

12. Acceptance of Black English by teachers is vitally necessary for the welfare of the country.

SD_____ MD_____ N_____ MA_____ SA_____

13. Attempts to eliminate Black English in schools results in a situation which can be psychologically damaging to Black children.

SD_____ MD_____ N_____ MA_____ SA_____

14. Allowing Black English to be spoken in schools will undermine the schools' reputation.

SD_____ MD_____ N_____ MA_____ SA_____

15. Black English is a poorly structured system of language.

SD_____ MD_____ N_____ MA_____ SA_____

16. Teachers should allow Black students to use Black English in the classroom.

SD_____ MD_____ N_____ MA_____ SA_____

17. A teacher should correct a student's use of nonstandard English.

SD_____ MD_____ N_____ MA_____ SA_____

18. Nonstandard English should be accepted socially.

SD_____ MD_____ N_____ MA_____ SA_____

19. The sooner we eliminate nonstandard dialects of English the better.

SD_____ MD_____ N_____ MA_____ SA_____

20. The elimination of nonstandard dialects of English is necessary for social stability.

SD_____ MD_____ N_____ MA_____ SA_____

21. Teachers should avoid criticism of nonstandard dialects of English.

SD_____ MD_____ N_____ MA_____ SA_____

APPENDIX D

TABLE III

CORRELATION MATRIX: TOTAL GROUP

	Years	Educational Background	Sex	Age	Race	Racial Balance	S.E.S.	Permissive-ness Rating
Grade Level Taught	.05248	.02601	.18593	-.06246	.09860	-.04916	.14308	.02316
Years		.43467	-.16029	.70789	-.12983	-.11983	-.12890	-.16286
Educational Background			-.02266	.32382	-.07962	.08174	.09743	-.09509
Sex				-.10603	.06310	.09933	-.10233	-.05462
Age					-.04234	.00146	-.04241	.04798
Race						.18707	.28238	.16166
Racial Balance							.19211	.01760
S.E.S.								.03981

TABLE IV

CORRELATION MATRIX: WORKSHOP GROUP

	Years	Educational Background	Sex	Age	Race	Racial Balance	S.E.S.	Permissiveness Rating
Grade Level Taught	-.07707	-.07208	-.08106	-.19415	.35360	.13531	.31266	.05734
Years		.53294	.30818	.67975	.04651	.12601	.07106	-.10216
Educational Background			.10205	.23092	-.08531	.03890	.12050	-.30203
Sex				.00000	.10640	-.05877	-.15429	-.34360
Age					-.04111	.32057	.13483	.34975
Race						.44981	.64493	-.06272
Racial Balance							.39451	-.00854
S.E.S.								-.08724